

Behaviour for Learning Policy



The Cottesloe School

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting students with medical conditions at school

Sexual violence and sexual harassment between children in schools and colleges 2021

Keeping children safe in education 2021 (part one only)

It is also based on the special educational needs and disability (SEND) code of practice.

3. Introduction and context

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they are able to take the next steps in life, learning and education.

Students tell us that they feel safe at The Cottesloe School and robust systems are in place to ensure that safeguarding is exemplary. Self-confidence, self-belief and agency are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of The Cottesloe School.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are an ambitious and motivated learning community where students are encouraged to work hard and where they achieve highly.

4. Roles and responsibilities

4.1 The Governing Board

The governing board is responsible for reviewing and approving the Behaviour Policy.

The governing board will also monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy in conjunction with the governing board.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the principles are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the Behaviour for Learning Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on G4S

The Senior Leadership Team, Curriculum Leaders and Heads of Year will support staff in responding to behaviour incidents.

4.4 Parents/carers

Parents/carers are expected to:

- Support development of character within our students by reinforcing The Cottesloe School's '6Cs' and 'Healthy Relationships'.
- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure your son/daughter attends school regularly and punctually, with appropriate clothing and equipment
- Have due regard for the Home-School Agreement and Attendance Policy, particularly concerning attendance and not taking holidays during term time
- Ensure that the school is notified of any absence each day by telephone (01296 688264) or email (studentabsence@cottesloe.bucks.sch.uk) on the morning of the absence.
- Ensure that suitable facilities are made available at home for your son/daughter to complete homework. Also to monitor homework being completed via Google Classroom.
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour

5. Expectations

Students are expected to:

- Work without causing disruption to the learning of others.
- Work to fulfil their potential.
- Complete and submit homework and other assignments on time.
- Be polite and co-operative at all times.
- Dress smartly and in accordance with the school's requirements.
- Attend school punctually and regularly.
- Treat all facilities and equipment carefully and with respect.
- Move about the school in an orderly and quiet manner.

- Treat all other students with care, dignity and respect.
- Not partake in any form of bullying (see Anti-bullying Policy).
- Conduct themselves with modesty and decorum. Close bodily contact between students is unacceptable i.e. the 'daylight rule'.
- Appreciate that the laws of the land apply in school which means that drugs, weapons and alcohol are strictly forbidden.
- Not bring chewing gum into school.
- While we encourage students to leave their mobile phones at home, students may bring them to school, so long as they are switched off and in their bags before they enter the school site at the start of the day and remain there unless they are needed for an emergency and they have the express permission of a member of staff.
- Students may switch on and use their mobile phones after Period 5 has finished and they have left the building in which their lesson during Period 5 took place.
- While we encourage students to leave smart watches at home, students may bring them to school, so long as they are only used as a watch.
- If students are caught using their smart watches to read or send messages we will confiscate them in line with our Mobile Phone section of this Policy.

NB: It is the responsibility of parents and students to ensure mobile phones are properly insured. The school accepts no responsibility whatsoever for theft, loss or damage.

Classroom expectations

Teachers are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged through use of the 6Cs.
- Develop a positive relationship with student, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Role model personal qualities to succeed through 'Healthy Relationships'.

In the classroom students will be expected to:

- Enter the classroom as directed and in an orderly way.
- Sit down, remove coats, place bags on floor, have relevant books and equipment to hand.
- Be silent and facing the teacher, when he/she is speaking.
- Understand that no teaching or learning can take place until these conditions have been met.
- Accept responsibility for their own learning.
- Leave the classroom in an orderly manner, as directed by their teacher.
- Meet deadlines for the submission of work.
- Be silent and listen when other students or staff are speaking.
- Not chew or eat in class.
- Actively engage in learning through our '6Cs' and demonstrate the personal qualities to succeed through our 'Healthy Relationships'.

6. Achievements

Tier 1		Tier 2		Tier 3
A1	A2	A3	A4	A5
All staff	All staff	Subject teacher/Head of department/Head of Year/Tutor	Head of Year/Head of department/SLT	Head of Year/SLT/Headteacher Governors Award
Not recorded	Recorded on G4S Parent contacted Achievement point Postcard home	Recorded on G4S Parent contacted Achievement Breakfast	Letter of recognition from Head of Year Certificate for achievement	Letter of recognition from Headteacher Certificate for nomination Key Stage 3 Award Key Stage 4 or 5 Award or certificate of excellence
Actions need praise or recognition	Actions need a reward	Actions need a reward for demonstrating a positive attitude towards Prepare, Aspire, Succeed	Actions need a reward for demonstrating a consistently positive attitude towards Prepare, Aspire, Succeed	Actions need formal recognition for exceptional standards
Meeting school expectations for; Attitude to learning Uniform Conduct	Demonstrating 6cs in a lesson Demonstrating Healthy Relationships High quality fix it High quality homework or independent learning Representing the school	Contribution to upholding Healthy Relationships Demonstrating 6cs across subjects Progress, Achievement or attitude to learning Representing the school	Consistently contributing to upholding healthy Relationships Consistently demonstrating 6Cs across a range of subjects High levels of progress, achievement or attitude to learning over time	Exceptional levels of progress, achievement or attitude to learning over key stage Wider school or community based activities

7. Sanctions for unacceptable behaviour

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Spoken rebuke.
- Loss of privilege or free time (lunchtime or after-school detention).
- Placement on report.
- Letter home.
- Discussion between parents, student and members of staff.
- After school detention .
- Withdrawal from normal lessons.
- Reprimand from a senior member of staff.
- Attendance at school during holiday time.
- Temporary suspension or permanent exclusion.
- Managed move to another school.
- Alternative Provision placement.

See table on next page for further information on escalating sanctions.

7.1 Escalating Sanctions including Mobile Phones and Digital Devices

The behaviours and actions of students are centered around the school's healthy relationships ethos and where a student affects this ethos, to the detriment of others in the community, the school will act to sanction, educate and correct behaviour(s).

Subject Teachers		Curriculum Leaders, Head of Year	Head of Year, Senior Leadership Team	Head of Year, Senior Leadership Team
B1	B2	B3	B4	B5
Likely impact of actions:	Likely impact of actions:	Likely impact of actions:	Likely impact of actions:	Likely impact of actions:
Lack of respect and engagement for expectations	Repeated lack of respect and engagement for meeting expectations	Significant Disruption to learning of others	Serious risk to others/self	Serious risk to others/self
Lack of responsibility and not taking the opportunity to correct behaviours and learn	Repeated lack of responsibility and not taking opportunity to correct behaviours and learn	Significant Lack of engagement with learning and responsibility.	Serious Health and Safety risk	Serious Health and Safety risk
Affecting equality of learning opportunities and not striving for excellence	Repeatedly affecting equality of learning opportunities and not striving for excellence	Not taking the opportunity to correct behaviours	Serious disregard for learning of others	Serious disregard for learning of others
		Lack of empathy and respect.	Emotional well-being of others	Emotional well-being of others
		Honesty	Affect commitment to equality	Affect commitment to equality
		Lack of equality	Not displaying empathy, tolerance, respect.	Significantly not displaying empathy, tolerance, respect
			Affecting the commitment to tolerance and empathy	
<i>These are indicative, but not an exhaustive list of the behaviours and sanctions available to staff. The Headteacher, SLT and pastoral staff have the right to issue a sanction that takes into account mitigating circumstances.</i>				
Uniform not worn correctly	Uniform repeatedly not worn correctly, correction not accepted	Uniform repeatedly need to be corrected, correction not accepted	Uniform persistent - uniform infringement, correction not accepted.	Persistent disruptive behaviour
Missing learning kit or equipment	Repeatedly missing learning kit or equipment	Truancy (single lesson)	Truancy (multiple lessons)	Possession of offensive weapon
Eating/drinking in undesignated areas	Refusal to follow instructions	Repeatedly not completing homework following B2	Total defiance	Possession/supplying/under influence of substances including alcohol and drugs
Poor engagement in learning	Lateness to school/lesson	Persistent lateness to school or lessons following B2	Peer on Peer Abuse, Bullying, confrontational behaviours, harassment and intimidation	Peer on Peer Abuse and/or behaviours towards staff of a racial, homophobic, prejudicial or discriminatory nature
	Littering	Incitement or contributing to a confrontation		
	Repeated poor engagement following B1			

Subject Teachers		Curriculum Leaders, Head of Year	Head of Year, Senior Leadership Team	Head of Year, Senior Leadership Team
B1	B2	B3	B4	B5
Low level disruption, including talking over the teacher and others	<p>Repeated low level disruption following B1</p> <p>Language/actions that do not promote 'Healthy Relationships'</p> <p>Not completing homework</p>	<p>Disruption to learning that results in removal from lesson by HOD/HOY</p> <p>Repeated poor engagement following B2</p> <p>Repeated or seriously inappropriate language/actions that do not promote 'Healthy Relationships', including offensive language</p> <p>Theft of school property or from another student or member of staff</p> <p>Breaking exam regulations/controlled assessment guidelines</p> <p>Minor vandalism or damage to school or others property</p> <p>Breach of school E safety Policy</p>	<p>Bringing the school into disrepute inside and outside of school (in uniform)</p> <p>Persistent disruption to learning that results in removal from lesson by HOD/HOY</p> <p>Serious vandalism or damage to school or others property</p> <p>Repeated or seriously inappropriate language/actions that do not promote 'Healthy Relationships', including offensive language</p> <p>Repeated failure to correct B3 behaviour</p> <p>Significant breach of school E-safety Policy</p>	<p>Repeated/persistent/serious bullying, intimidation, harassment, confrontation, including online bullying</p> <p>Sharing or requesting of highly inappropriate sexualised images (sexting)</p> <p>Serious actual or threatened violence against another student or member of staff, including online</p> <p>Fighting, dangerous or aggressive behaviour towards others</p> <p>Seriously assaulting another student or member of staff</p> <p>Repeated or seriously inappropriate language/actions that do not promote 'Healthy Relationships', including offensive language</p> <p><i>Use of mobile phones or digital devices to record, photograph, distribute or share anything in school or relating to school outside of school.</i></p> <p>Serious breach of school E-safety Policy</p>
Warning or correction	Break or lunchtime detention	After School Detention Removal from lesson Parking	Internal isolation Retracking Day	Suspension Pastoral Support Plan Outside Agency Intervention Managed Move

Subject Teachers		Curriculum Leaders, Head of Year	Head of Year, Senior Leadership Team	Head of Year, Senior Leadership Team
B1	B2	B3	B4	B5
				Permanent Exclusion Governors Disciplinary Panel
Record on G4S	Recorded on G4S Parent contacted (repeated)	Recorded on G4S Parent contacted, potential formal meeting	Recorded on G4S Parent contacted, potential formal meeting	Recorded on G4S Parent contacted, potential formal meeting

Mobile Phones

Although mobile phones and other devices are an inherent part of everyday life, at school they are a source of distraction and can be used inappropriately to communicate with others and cause potential child protection and safeguarding concerns. For this reason we operate a simple policy;

SEE IT, HEAR IT, TAKE IT.

Mobile phones are not to be used once a student enters the grounds of the school and they must be switched off and stored in a bag or blazer pocket. They should not be seen, used or heard. Any student seen with a mobile phone can expect to have it confiscated by staff. **This is non-negotiable.**

Mobile Phone use First offence	Mobile phone - Second offence	Mobile Phone Third offence	Mobile Phone	Mobile Phone
Item confiscated	Item confiscated handed into Head of Year office	Item confiscated	Refusal to hand over mobile phone or digital device	Refusal to hand over mobile phone or digital device.
Handed in at Head of Year	Logged and recorded on G4S.	Handed in at Head of Year office		<i>Use of mobile phone or digital device to record, photograph, distribute or share anything in school or relating to school outside of school.</i>
Logged and recorded on G4S.	Lunchtime detention with Head of Year	Logged and recorded on G4S		
Next day detention to be held with Form tutor.	Parent contacted by Head of Year and asked to collect item from school.	Parent meeting with Head of Year (mobile phone ban) After school detention with Headteacher		

8. Invoking Sanctions

Punishment is not unduly harsh. Whenever teaching staff use sanctions, they are designed to support the child and ensure that poor behaviour is not condoned. Teaching staff may use a number of sanctions (as listed above).

Teachers formally record if homework is not handed in. Regular failure to submit homework will result in the school contacting home, and where necessary use of break, lunchtime or after-school detention to support completion of homework. After-school detention is used for serious problems or persistent offenders. If a student is to be placed in after-school detention, parents are notified, usually by telephone and in writing. Detentions are held on Mondays from 3.10pm - 4.10pm.

On some occasions a 'School Report' may be used, particularly if it is necessary to monitor a student's behaviour or quality of work. This procedure involves students being briefly assessed at the end of each lesson. Parents will be asked to review the resulting document each evening.

9. Serious breaches of the school's behaviour policy

Serious breaches of the school's behaviour policy, or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to Suspension or permanent exclusion. Suspension can be for a fixed number of days (up to a maximum of 45 school days in year). Sometimes, suspensions can be permanent. See Appendix 1 for further details.

Government guidance gives the following behaviour as examples of where a decision to permanently exclude might be taken:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, supplying or being under the influence of an illegal drug
- Possession, supplying or being under the influence of alcohol
- Carrying an offensive weapon
- Sharing of highly inappropriate, sexualised images ('sexting')
- Incidents of peer on peer abuse

10. Complaints

Students who feel that they have not been properly treated should report their complaint to the appropriate person (form tutor, head of year, parent or other adult), if they are unable to resolve the complaint themselves. External agencies, e.g. the Education Welfare Service, Psychological Service, Health Service, Parent Partnership, Police, Social Services and Careers' Service can be helpful in further supporting students and parents, if this is required.

11. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, or whilst walking/travelling to or from school including on buses.

For behaviour outside school, but not on school business, the Headteacher may discipline a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

12. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

13. Confiscation

Any prohibited items (listed in Appendix 2) found in student' possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the student after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

14. Power to search

School staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the Department for Education (DfE) in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches.

15. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent student with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, the school counsellor, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection/Safeguarding policy.
- Anti-bullying policy.

17. Review

This policy will be reviewed annually.

Appendix 1 - Additional details surrounding permanent exclusions

Possession of a weapon

It is a criminal act for students to bring a knife or other offensive weapon into school and such behaviour would normally result in permanent exclusion, even for a first or one off offence.

Although the law does not classify carrying a pen knife with a blade of less than three inches as carrying an offensive weapon, for the purposes of this policy Governors will regard a student carrying any knife, including a pen knife with a blade of less than three inches, as carrying an offensive weapon when deciding to take a decision to permanently exclude.

Parents will need to be aware that any student excluded for carrying a knife will be expected to attend a Weapon Awareness Training prior to attending alternative educational provision.

Drugs and Alcohol

The Cottesloe School takes very seriously its responsibilities to ensure the school is a safe and secure environment for all students and therefore takes a very strict line in relation to all offences relating to drugs and alcohol. Parents and students will need to be aware that the policy at The Cottesloe School is that all cases involving the following will lead to permanent exclusion:

- dealing, i.e. the supply, exchange or receipt of drugs or alcohol, or
- the use of illegal drugs or consumption of alcohol, or
- possession of illegal drugs or alcohol, or
- the misuse of prescription drugs, non-prescription drugs or volatile substances

NB: Misuse includes smelling, sniffing and/or inhaling.

Volatile substances are those substances that emit a gas or vapour and include butane and propane, aerosol propellants, glues, solvents, petrol and 'poppers' e.g. amyl nitrate and can be inhaled. This includes e-cigarettes.

Drugs related incidents include illegal drugs and/or misuse of prescription, non-prescription drugs or volatile substances as outlined above. It should be noted that aerosol deodorants are not permitted in school and are covered by this rule. No drug or volatile substance should be brought onto the school premises without the school's knowledge and approval. This approval must be sought from the Headteacher or Senior First Aider (in the case of medication), and will only be given following a written request from a parent.

Students will need to be aware that volatile substance abuse (VSA), the deliberate sniffing/smelling/inhalation of volatile substances such as lighter fuel, glue, aerosols or 'poppers' (e.g. amyl nitrate) is responsible for more deaths in young people aged 10-16 in England and Wales than illegal drugs.

Drugs and alcohol incidents will include being in possession of, consuming or making available the substances listed above to other students on site and also on the way to or from school or in other respects within the school's jurisdiction. The only exception to this will be in relation to alcohol where an exception may be made in cases where the student or students in questions is/are (a) over the age of 18 and (b) legally, reasonably and responsibly consuming alcohol on the way home from school.

The policy is intended to protect the students of the school from the dangers of an illicit drug or alcohol culture.

The school will provide and promote access to specialist advice for students with drug or alcohol problems and referral, where appropriate, to other agencies. The school, in co-operation with relevant outside agencies, will undertake to offer periodic drug and alcohol education sessions for parents.

Students, staff and parents have a duty to inform senior staff if they suspect that drugs or alcohol are present or are being used at school, or within the school's jurisdiction. Students and parents must realise that only limited confidentiality can be offered in discussions relating to the usage of substances which could be regarded as injurious to health or illegal.

Students taking, or under the influence of substances on school premises, will be given medical assistance, as appropriate. Staff have a duty to ensure the protection of other students and the fabric of the school.

Where incidents occur, or where there is a reasonable suspicion of such incidents, the parents will be informed as soon as possible.

Peer on Peer Abuse

All schools and colleges must have regard to Keeping children safe in education and Working Together to Safeguard Children and peer on peer abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on an offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation

Harmful Sexualised Behaviours

All schools and colleges must have regard to Keeping children safe in education and Working Together to Safeguard Children. For the purpose of this policy, when referring to harmful sexualised behaviours and/or sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here' as this type of behaviour can happen anywhere'. We respond appropriately to all reports and concerns, including those outside the school or college, and or online. We are aware of the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up".

We take the safety and security of our students very seriously indeed. We work with parents, the Police, child support agencies and our students themselves when incidents involving Harmful Sexualised Behaviours occur. All cases of Harmful Sexualised Behaviour, including where students share with others highly inappropriate sexualized images or video clips of students on roll at this school, causing distress and humiliation, will be considered as grounds for permanent exclusion from school, even for a first or a 'one-off' offence.

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought into school. In the majority of cases the application of common sense will easily determine what should not be brought into school. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought into school.

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT Matches, lighters, etc.
2. DRUGS and SMOKING EQUIPMENT

Cigarettes

E-cigarettes Tobacco Alcohol Solvents

Any form of illegal drug

Any other drugs except medicines covered by 'Bucks County Council Guidance on Managing Medicine in Schools' and 'The Cottesloe School's Supporting Students with Medical Conditions Policy'.

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES Knives, including pen Knives and craft knives

Razors

Catapults

Guns of any kind, including replicas and BB guns

Laser pens and LED torches

Knuckle dusters and studded arm bands, bracelets, etc. Whips or similar items such

Pepper sprays and gas canisters

Fireworks or explosives of any kind

Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Other Items

Any form of liquid based correction fluid

Chewing gum

Energy drinks

Offensive material (pornographic, racist etc.) Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants